

THE USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH CONDITIONAL SENTENCES TO THE ELEVENTH GRADERS

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Abstract

There are many reasons why English language teachers may use their own authentic teaching materials. This research was conducted in order to prove that the use of authentic materials is effective in teaching conditional sentences to the eleventh graders of SMA Negeri 2 Palu. This research applied pre-experimental intact group research design. The sample of this research was chosen by using purposive sampling, and the number of students was 54 students. Both experimental and control groups consist of 27 students. The instruments of data collection were post-test and observation sheet. The result of the data analysis showed that t_{counted} value (6.47) was higher than t_{table} (2.012) by applying 0.05 level of significance and the degree of freedom (df) 52. In conclusion, the use of authentic materials is effective in teaching English conditional sentences to the eleventh graders of SMA Negeri 2 Palu.

Keywords: Authentic Materials; English Conditional Sentences; Grammar

INTRODUCTION

Grammar as one of the language components has a principal role in the process of acquiring language skills. As stated by Walter (2004:35), “Grammatical competence is important to be assigned in English skills especially in accurate writing and fluent speaking”. It is self-evident that the development of grammatical competence is important in the second or foreign language learning. It has a special contribution to help students in both writing and speaking. Ur (1988:4) states, “There is no doubt that knowledge—implicit or explicit—of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together”. It suffices to say that the study of grammar plays such important role to the process of acquiring language skills. Therefore, it is very important to be learned by the students.

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This research focused on how to help students improve their grammatical competence particularly in using English conditional sentences. English conditional sentence is a part of grammar that is learned by the students in senior high school. Students often find it difficult to construct conditional sentences properly since they are not familiar with the tenses used in the pattern. The lack of mastery of tenses could lead to the adversity of producing English conditional sentences correctly. This also happens to students at SMA Negeri 2 Palu. The writer did an interview with English teacher of SMA Negeri 2 to find out the most challenging part of English structure faced by the students there, and she admitted that conditional sentence is one of the most difficult ones. The reason why students sometimes get confused when they have to construct sentences with the correct pattern might be due to their lack of understanding of tenses. The English teacher also stated that the students have difficulties to grasp the whole idea and meaning of conditional sentences. By seeing and looking at some of the students' answer related to the topic, the writer assumes that the students are still struggling with the tenses. These are sort of the mistakes that are often seen in their work. They tend to use the same modal in both clauses, *"If I will go to your house, I will let you know"*. Sometimes they also make this kind of mistake *"If I planted the seeds on this soil, it will grow better"* or *"If I go to the cinema, I would bring some snacks"*. It can be inferred from the examples that most of the time the students have difficulties to produce correct tenses sequences across *if* and *result clause* in English conditional sentence. The problems might occur because some students have difficulty going from a small number of tenses used in conditionals in their native language to the larger number of tense sequences required for expressing specific conditional meaning in English. Therefore, the writer would like to take conditional sentence as a topic of this study.

Teaching grammar can be quite difficult since grammar is not allowed to be taught explicitly in the class anymore. Based on the current curriculum implementing in Indonesia, grammar is taught along with the other language skills. This could lead to the fact that grammar does not have fully deserved attention. It becomes the responsibility of the teacher to teach grammar in the best way to get effective results. With the emergence of this curriculum to language learning, there has been a greater stress on the authenticity in language learning and teaching. It means that the activities involved in language learning reflect real-world uses of the language. Students should be able to learn explicit grammar rules as well as to have a chance to practice them in many authentic or simulation tasks. However, in the practice of learning process in the classroom, the materials offered to

students are often lack of relevance to the need of students. Authentic materials are the kind of materials that can be created by the teacher on their own. Nunan (1999: 32) defines, “Authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching”. With authentic materials, the learners are drawn to real-world contexts outside of the classroom. They practice listening and reading genuine language drawn from a wide range of other written messages from the real-world in situations as they occur. In addition to that, Rogers and Medley (1988:467) defines, “Authentic materials as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication”. Based on those quotations, the writer concludes that authentic materials are the materials which focus on how to communicate rather than to teach. Taking into consideration that this media can hold the students’ interest and attention to the course, the writer has an intention to investigate authentic materials as the media to solve the problem faced by eleventh graders of SMA Negeri 2 Palu. The writer used authentic materials to improve the students’ ability in using first English conditional sentence because it is more interesting and captivating for students, which can make the learning process more suitable and more engaging.

Drawing upon the problem stated above, the writer formulated a research question as follows: *Can the use of authentic materials improve the ability of the eleventh graders of SMA Negeri 2 Palu in using English conditional sentences?* It was to find out whether or not the use of authentic material can improve the students’ ability in using English conditional sentences.

METHODOLOGY

The researcher applied pre-experimental intact group research design in conducting this research. The research designed was proposed by Hatch and Farhady (1982:55) as follows:

$$\begin{array}{ccc} G1 & x & T1 \\ \hline G2 & & T2 \end{array}$$

Where:

G1 : experimental group
G2 : control group
x : treatment
T1 : post-test

The population of this research was the eleventh graders of SMA Negeri 2 Palu that were divided into seven parallel classes. The sample of this research was chosen by using purposive sampling, which means that the sample was taken by taking into account the statement by the English teacher there. The writer took two classes as experimental and control group which the teacher classified as the students with better English proficiency levels among seven classes. The experimental group was XI MIA 2 and the control group was XI MIA 3.

Based on the title, the researcher used two research variables in conducting this research. Those were dependent and independent variables. The dependent variable was students' ability in using English conditional sentences, while the independent variable was the use of authentic materials.

The instrument of data collection used in this research was post-test and observation sheet. The post-test was given to both experimental and control groups, and the comparison of the post-test between two groups was used to measure their ability in using first conditional sentence after the treatment was given.

The researcher applied treatment to experimental group. In the process of giving treatment, the writer used song lyrics, short videos, and city map to exposure the use of first conditional sentences in real life context. After doing the treatment, the writer administered the post-test to both experimental and control groups in order to assess the students' progress and to find out whether the treatment was effective or not.

To know the ability of the students, the writer firstly computed the individual score by using formula proposed by Arikunto (2006:276):

$$\Sigma = \frac{x}{N} \times 100$$

Where :

Σ = standard Score

X = sum of correct answer

N = maximum score

100 = fixed score

Then, the writer calculated the mean score of students in each test by using a formula proposed by Hatch and Farhady (1982:55) as follows:

$$\bar{X} = \frac{\Sigma x}{n}$$

Where:

Md = mean score

$\sum d$ = the total score of deviation.

N = number of students

Next, the writer computed deviation of individual's score by using formula proposed by Hatch and Farhady (1982: 59) as follows:

$$x = X - \bar{X}$$

Where:

x = the sum of squared deviation

X = individual score

\bar{X} = mean score

In order to know whether or not the post-test of both experimental and control groups has significant difference, the writer used the formula proposed by Hatch and Farhady (1982:59):

$$s = \sqrt{\frac{\sum x^2}{n - 1}}$$

Where :

s = standard deviation

$\sum x^2$ = sum of individual deviation squared

n = number of students

In order to get the t_{value} , the writer calculated the standard error by using the formula proposed by Hatch and Farhady (1982:112):

$$S\bar{x}_y - \bar{x}_x = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

Where:

$S\bar{x}_y - \bar{x}_x$ = standard error of differences between means

S_e = standard deviation of experimental class

S_c = standard deviation of control class

n_1 = total students of experimental class

n_2 = total students of control class

And the last step, the writer computed the t_{value} by using the formula proposed by Hatch and Farhady (1982:111):

$$t_{obs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

Where:

t_{obs} = significant result between experimental and control class

\bar{X}_e = mean score of experimental group

\bar{X}_c = mean score of control group

$S_{\bar{X}_e - \bar{X}_c}$ = standard error of differences between means

FINDINGS

A post-test was administered to the research sample of SMA Negeri 2 Palu in order to get the data. There were two classes used as the sample in this research, and a post-test was given to both students in control and experimental groups. However, the treatment was only given to the students in experimental group. The findings of both groups were compared in order to see the significant difference between the students' scores. The significant difference was used to measure how effective the use of authentic materials is in improving students' ability in using first English conditional sentence. There was also an observation sheet which the writer used to collect the additional data in this research. The writer did the observation during the process of giving treatment, which was in the process of teaching and learning.

After the treatment was given to the students in experimental group, the writer gave post-test to both groups. The aim of administering the post-test was to know the effect of the treatment toward the students' achievement. The result of post-test of both groups can be seen in the following table.

The writer computed the students' mean score of the experimental and control group on post-test by using this formula:

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{1702}{27} \\ &= \mathbf{63.03} \end{aligned}$$
$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2392}{27} \\ &= \mathbf{88.59} \end{aligned}$$

Table 1
Students' Score on Post-test in Experimental and Control Groups

No	Initials	Raw Score of Control Group		Gained Score	Converted Score	Initials	Raw Score of Experimental Group		Gained Score	Converted Score
		Multiple Choice (20)	Simple Completion (30)				Multiple Choice (20)	Simple Completion (30)		
1	HSR	14	16	30	60	AAL	20	28	48	96
2	MWS	15	26	41	82	AYA	18	21	39	78
3	HDL	11	24	35	70	ADP	14	21	35	70
4	MHO	11	9	20	40	AAA	19	27	46	92
5	APS	17	23	40	80	AAP	16	30	46	92
6	MMP	9	20	29	58	BAE	20	30	50	100
7	IML	16	25	41	82	CNY	15	27	42	84
8	PAA	17	26	43	86	CRR	20	23	43	86
9	MKL	13	21	34	68	DCG	20	27	47	94
10	MAG	16	21	37	74	DRL	20	21	41	82
11	EDP	10	18	28	56	DAA	20	30	50	100
12	DRA	8	14	22	44	FKB	20	28	48	96
13	GLB	7	7	14	28	GSG	20	30	50	100
14	ROV	19	25	44	88	GAW	20	30	50	100
15	MRV	8	21	29	58	IBZ	19	27	46	92
16	FPK	11	22	33	66	KSL	18	26	44	88
17	DSP	15	23	38	76	MHM	20	30	50	100
18	ETM	16	28	44	88	MA	15	24	39	78
19	AFP	5	17	22	44	NYS	20	30	50	100
20	SKW	11	20	31	62	NM	17	22	39	78
21	AMP	15	27	42	84	PAS	20	24	44	88
22	DHY	11	25	36	72	PEF	17	21	38	76
23	JMR	14	17	31	62	SDV	16	20	36	72
24	ATA	11	3	14	28	TMG	20	28	48	96
25	YDS	10	9	19	38	UIF	18	21	39	78
26	HAT	10	15	25	50	WPS	19	27	46	92
27	MDA	10	19	29	58	YDR	20	24	44	88
Total Score		$\Sigma x = 170$				$\Sigma x = 239$				
		2				2				

Table 2
The Students' Score Deviation Post-test of
Experimental and Control Groups

No	Initials	Post-test (X _x)	Mean Score (X)	Deviation (X _y)	Square Deviation (X ²)	Initials	Post-test (X _x)	Mean Score (X)	Deviation (X _y)	Square Deviation (X ²)
1	AAL	96	88.59	7.41	54.90	HSR	60	63.03	-3.03	9.18
2	AYA	78	88.59	-10.59	112.14	MWS	82	63.03	18.97	359.86
3	ADP	70	88.59	-18.59	345.58	HDL	70	63.03	6.97	48.58
4	AAA	92	88.59	3.41	11.62	MHO	40	63.03	-23.03	530.38
5	AAP	92	88.59	3.41	11.62	APS	80	63.03	16.97	287.98
6	BAE	100	88.59	11.41	130.18	MMP	58	63.03	-5.03	25.31
7	CNY	84	88.59	-4.59	21.06	IML	82	63.03	18.97	359.86
8	CRR	86	88.59	-2.59	6.70	PAA	86	63.03	22.97	527.62
9	DCG	94	88.59	5.41	29.26	MKL	68	63.03	4.97	24.71
10	DRL	82	88.59	-6.59	43.42	MAG	74	63.03	10.97	120.34
11	DAA	100	88.59	11.41	130.18	EDP	56	63.03	-7.03	49.42
12	FKB	96	88.59	7.41	54.90	DRA	44	63.03	-19.03	362.14
13	GSG	100	88.59	11.41	130.18	GLB	28	63.03	-35.03	1227.11
14	GAW	100	88.59	11.41	130.18	ROV	88	63.03	24.97	623.51
15	IBZ	92	88.59	3.41	11.62	MRV	58	63.03	-5.03	25.31
16	KSL	70	88.59	-18.59	345.58	FPK	66	63.03	2.97	8.82
17	MHM	100	88.59	12.97	168.22	DSP	76	63.03	12.97	168.22
18	MA	78	88.59	-10.59	112.14	ETM	88	63.03	24.97	623.51
19	NYS	100	88.59	11.41	130.18	AFP	44	63.03	-19.03	362.14
20	NM	78	88.59	-10.59	112.14	SKW	62	63.03	-1.03	1.07
21	PAS	88	88.59	-0.59	0.34	AMP	84	63.03	20.97	439.74
22	PEF	76	88.59	-12.59	158.50	DHY	72	63.03	8.97	80.46
23	SDV	72	88.59	-16.59	275.22	JMR	62	63.03	-1.03	1.07
24	TMG	96	88.59	7.41	54.90	ATA	28	63.03	-35.03	1227.11
25	UIF	78	88.59	-10.59	112.14	YDS	38	63.03	-25.03	626.51
26	WPS	92	88.59	3.41	11.62	HAT	50	63.03	-13.03	169.78
27	YDR	88	88.59	-0.59	0.34	MDA	58	63.03	-5.03	25.31
Total				-13.19	Σx² = 2704.86				-28.72	Σx² = 8315.05

Next, the writer computed deviation scores of post-test by using this formula:

$$S = \sqrt{\frac{\sum x^2}{N - 1}}$$

$$= \sqrt{\frac{2704.86}{27 - 1}}$$

$$\begin{aligned}
&= \sqrt{\frac{2704.86}{26}} \\
&= \sqrt{104.03} \\
&= 10.19 \\
S &= \sqrt{\frac{\sum x^2}{N-1}} \\
&= \sqrt{\frac{8315.05}{27-1}} \\
&= \sqrt{\frac{8315.05}{26}} \\
&= \sqrt{319.80} \\
&= 17.88
\end{aligned}$$

Then, the writer continued to compute the standard error of differences between means in both groups by using the formula presented as follows:

$$\begin{aligned}
S\bar{x}_e - \bar{x}_c &= \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2} \\
&= \sqrt{\left(\frac{10.19}{\sqrt{27}}\right)^2 + \left(\frac{17.88}{\sqrt{27}}\right)^2} \\
&= \sqrt{\left(\frac{10.19}{5.19}\right)^2 + \left(\frac{17.88}{5.19}\right)^2} \\
&= \sqrt{(1.96)^2 + (3.44)^2} \\
&= \sqrt{3.84 + 11.83} \\
&= \sqrt{15.67} \\
&= 3.95
\end{aligned}$$

Last of all, the writer analyzed the data to get the difference between the post-test results in both groups. The formula is shown below:

$$t_{obs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

$$\begin{aligned}
&= \frac{88.59 - 63.03}{3.95} \\
&= \frac{25.56}{3.95} \\
&= 6.47
\end{aligned}$$

DISCUSSION

In the process of conducting the research, the writer used authentic materials as Nunan (1999:256) conveys, “Authentic materials are spoken or written language materials that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching.” Thus, when using these media, the writer had to choose the most suitable material that showed the use of first conditional sentences in a way that can reinforce the students to use it as a tool of communicating.

In order to show the use of first conditional sentence in real context, the writer used song lyrics, short videos, and city maps in teaching conditional sentence. After that, the students analyzed how first conditional sentences are used in real context. After identifying the pattern, the students were so enthusiastic to know how to construct the first conditional sentence. They are also so keen on trying to make their own sentences based on the situation in real life. The writer has to admit that authentic materials is very helpful because not only are the students able to see the form, but also they can understand how the pattern of first English conditional are used in the real life.

After the treatment, the writer finally gave the students of control group a post-test. The writer used it as the data that was needed to compare the students’ improvement in using first conditional sentence. The students who received the post-test were 54 students. The writer notices that the students were still confused with the pattern of English conditional sentence. Despite the fact that they have learned about this since junior high school, the students admitted that English conditional sentence is difficult and they were not interested in learning it. The kind of error that students made was mostly on the use of auxiliary verb in both *if* and *result* clauses. Particularly, on the subject-verb agreement in *if* clause, they made a mistake on the use of verb which does not suit the subject. It is shown by the result of post-test such as “*Alexa’s mom will buy her a new cellphone if she have the highest score in Math*”. The students often forget that simple present tense *verbs* have a special form for the *third person singular*. The result of post-test in control group showed that the students’ error on the subject-verb agreement in *if* clause was 49.01 %, while in the

result clause was only 23.58 %. On the contrary, the result of post-test in experimental group has shown significant improvement on the students' score. It showed that the students' error on the subject-verb agreement in if clause was 15.03 %, while in the result clause was only 12.21%. It can be concluded that the difficulties that the students faced in mastering English conditional sentences lies on the use of subject-verb agreement in if clause. Furthermore, the comparison between the error rate on the subject-verb agreement in both control and experimental groups shows that the use of authentic materials is effective in improving students' proficiency in using English conditional sentences.

Grading system at SMA Negeri 2 Palu sets 75 as a passing grade for English. After the treatment, the writer carefully calculated the whole scores of students. The result of post-test showed that the number of students in control group who has passed the passing grade was 29.52 %, while in experimental group was 92.59 %. By seeing the previous data percentage, the writer comes to a conclusion that students in control group had difficulties in recognizing the pattern of first conditional sentence, while the students in experimental group, who have received the treatment, performed better than the ones in control group. It was easier for the students to identify and to understand first conditional sentences. It was asserted that the percentage of the students who did not pass the passing grade was only 7.41 %. There were less mistakes made by the students on the use of auxiliary verbs both in if and result clauses. It was also asserted by the result of post-test which shows that there were significant differences between control and experimental groups (25.56). This indicates that the treatment worked efficiently in improving students' proficiency in using English conditional sentences. In other words, authentic materials can actually help the students to overcome the difficulties in mastering English conditional sentences.

The result of the observation sheet shows that every student was actively engaged in the process of learning. They have shown a really great amount of enthusiasm in learning first conditional sentence with authentic materials. This was shown from the way they interacted with each other in the class, and the way they reacted to the media used in the treatment. The media bring various responses, and mostly they attracted positive responses from the students. Having seen the students' behavior during the treatments, the writer related the recent study to the previous study that had been mentioned by Novitawati (2008). It was clear that Novitawati's study claimed that the use of authentic materials was very interesting for the students at university. She also stated that the use of authentic materials increased the students' motivation in learning English.

Through this study, the writer can assure that it was also proven true that authentic materials could improve students' ability in using English conditional sentence, while at the same time it also increased students' motivation in learning English conditional sentences. Before the treatment, the writer found that students are rather confused in using first conditional sentence and understanding its pattern. However, after using this media in the treatment, the writer found that there was a significant difference between post-tests in two group. To sum up, the writer concludes that authentic materials can be considered as one of the effective media in teaching English conditional sentence to students.

CONCLUSION AND SUGGESTIONS

Based on the data analysis in this research, the conclusions are that firstly, the use of authentic materials can effectively improve the students' mastery in using first conditional sentence of the eleventh graders of SMA Negeri 2 Palu. This can be seen by comparing the mean score between the post-test of both classes. It is also shown by the t_{counted} value which is higher than the t_{table} . It indicates that the use of authentic materials as teaching media is suitable to teach grammar, mainly in using first conditional sentence. Secondly, by learning with the use of authentic materials as teaching media, the students are interested to know the use of conditional sentence in daily contexts. This can be seen by looking at the result of the observation sheet which was taken during the treatment. The students' response was positive and it was shown by the way they interacted with each other. It indicates that the use of authentic materials is also interesting for the students at SMA Negeri 2 Palu.

The result of this study has encouraged the writer to eagerly share the following suggestions to those who are involved in the learning and teaching English process particularly in this topic. In the process of teaching first conditional sentence, the teachers should begin with directing the students attention to the form of conditional sentence in authentic materials. They have to be aware of the context or situation where the conditional sentence is usually used, such as the sequence of *if* clause and *result* clause, and the variation of first conditional sentence and its meaning. We also need to choose the materials with very strict rules of conditional sentences and we need to avoid using the materials which contain sentence that is too syntactically and lexically complex. We also need to choose the material that can be closely relatable to students' daily lives. Secondly, by acknowledging the elements of conditional sentence in real life context, the students are familiar with the form of it. Therefore, if they happen to come across the topic in real life, they will recognize the pattern of the conditional sentence. As a result, they are trained to be aware of the form

of it in their daily lives and able to construct it properly. Thirdly, for other researchers, the writer expects this study can encourage them to do the research within this field, particularly with the use of authentic materials in teaching other grammatical topics.

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